



2016

**Employer Handbook:
Supervising and Mentoring
Your Intern**

May 2016

Dear STEP-UP employer:

Congratulations on your participation in STEP-UP, one of the country's premiere youth employment programs! You've joined the prestigious ranks of over 400 supervisors at 150+ top Twin Cities companies who are employing remarkable young interns this year.

You've got some exciting weeks ahead of you! These young people are members of the most valuable generation we've ever raised in Minneapolis. They speak over 100 languages, cross cultural barriers every single day and are the future of our workforce and our prosperity. Before we know it, they will be running our companies, civic organizations and nonprofits!

You have the tremendous honor of shaping the lives and futures of these young people. As a supervisor, you'll be opening new career doors and helping them navigate the challenging adult world of work. You'll be helping them build vital 21st century professional skills and gain the confidence and focus they need to accomplish their educational and professional goals. And through your own personal example, you'll be modeling professional behavior that will stay with them for a lifetime.

This STEP-UP Discover Employer Handbook is designed to guide you along the way. You'll find important program timelines and FAQs, tips on orienting and supporting your interns throughout the experience, key contact information and important documents. Our great STEP-UP staff is here to help you every step along the way.

Our heartfelt thanks for your strong commitment to our youth and the economic vitality of our great city. We are truly honored to be your partners in this life-changing work.



Mayor R.T. Rybak
Executive Director, Generation Next
STEP-UP Co-chair



Richard Davis
Chairman, President & CEO of U.S. Bank;
STEP-UP Co-chair

Acknowledgments

This manual was originally developed by AchieveMpls with support from the Boston Private Industry Council.

Thank you to the Mentoring Partnership of Minnesota for their assistance in developing the mentorship dimension of this training.

Special thanks to the Minneapolis Regional Chamber of Commerce for their partnership in developing the STEP-UP Work Readiness Training and Credential.

Contents

Section One: STEP-UP Youth

Program Information	5
Work Readiness Training	6
Minneapolis Youth	7
Adolescent Development	8

Section Two: STEP-UP Supervisor Role

Supporting Your Intern	9
Developing Intern Skills & Strengths	10
Building Context for Your Intern	12
Tips for Good Supervision	13
Developing Good Work Habits	15
Improving Poor Work Habits	16
Effective Discipline	17
Sharing Your Experience	18

Section Three: STEP-UP Supervisors

Effective Communication	19
Culturally Smart Relationships	20
LEARN Model of Cultural Communication	21
Creating a Learning-Rich Work Environment	22

Appendix

Cell Phones, Texting & Email	23
Intern Performance Evaluation	24
Americans with Disabilities Act	25
Overview of the Minnesota Child Labor Act	26
Overview of Minimum Wage Laws	27

Program Information: Fact Sheet

Purpose and Background

- STEP-UP Discover connects non profit and public sector agencies with the next generation of talented and diverse workers, provides critical job training and hands-on experience for young people, and builds a stronger Twin Cities workforce for our knowledge-based global economy.
- STEP-UP Discover focuses on 14 and 15 year old youth to build their skills and to mentor and prepare them for the challenge of a STEP-UP Achieve internship after they turn 16.
- With our partner, AchieveMpls we have provided over 20,000 internships since 2004.

How it Works

- Employers identify potential summer work opportunities.
- STEP-UP recruits and trains youth to prepare them for professional internships.
- The Minnesota Workforce Centers meet individually with the youth to match candidates with positions based on their interests, location and skills.
- STEP-UP provides ongoing support to youth and supervisors to ensure success.

Who Benefits

Your Business

- STEP-UP Discover interns are diverse, motivated and bring energy and creativity to your workplace. For most interns, this is their first job experience.

Local Youth

- A meaningful summer job provides new skills and opportunities, inspiring the pursuit of education and career goals. 97% of participants say their summer job was a valuable learning experience. Many keep in touch with their supervisors throughout college and use them as references for future jobs.

Our Community

- Employing Minneapolis youth is an investment in our region's vitality and future workforce.

Who is Involved

- Former Minneapolis Mayor R.T. Rybak, STEP-UP Co-Founder and Co-Chair
- Richard Davis, Chairman, President and CEO, U.S. Bancorp & STEP-UP Co- Founder and Co-Chair
- Local leaders in organizations who are dedicated to helping young people and developing our future workforce.

STEP-UP Discover Interns: Work Readiness Training

Work Readiness Training

All STEP-UP interns have completed 12-14 hours of STEP-UP Work Readiness Training. The classroom training sessions blend lecture, class discussion, writing activities, peer feedback and small group activities. The training ends with a mock interview for those interns who are 15 or older.

First Impressions

- Jobs v. Careers
- Professional Introductions
- Attitude and Character
- Learning Styles
- Communication Types
- Situational Communication
- Email & Phone Etiquette
- Rules for Cell Phones at Work

Getting Ahead

- Professionalism
- Resume Checklist
- Interviewing
- Dress for Success
- Building a Strong Relationship with your Supervisor
- Praise, Criticism and Feedback
- Decision Making
- Workplace Ethics
- Starting Your Job

Mock Interviews (for interns 15 or older)

- Volunteers from local businesses conduct mock interviews with students
- Students receive feedback on strengths and areas for improvement

What to Expect from your Intern

STEP-UP Work Readiness Training covers fundamental topics and gives interns a foundation to be successful in their summer jobs. Here is a summary of what you can expect from your intern.

- You can expect your intern to take direction, work hard and show up on time
- Many interns will need mentoring and explanation—especially in the first couple weeks.
- Some interns will be familiar with Microsoft Word and Microsoft PowerPoint
- Your intern will likely require additional training on Microsoft Excel, Microsoft Outlook or database applications

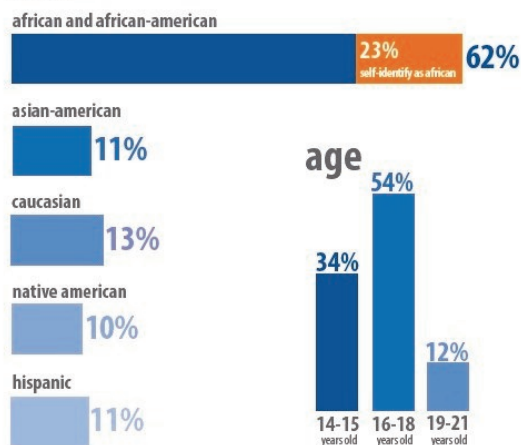
STEP-UP Interns: Minneapolis Youth

Minneapolis Youth: The Diverse Workforce of Tomorrow

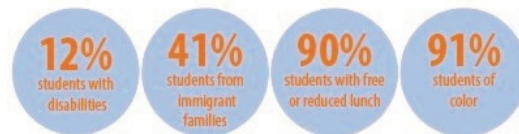
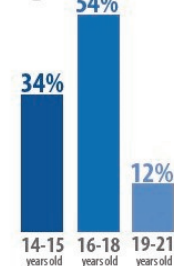
The Minneapolis youth in STEP-UP come from a variety of ethnic, cultural, and socioeconomic backgrounds. Each summer, supervisors report that the diversity of STEP-UP interns contributes greatly to the richness of the internship experience.

1563 STEP-UP interns worked in the summer of 2015. Here's how they identify:

race



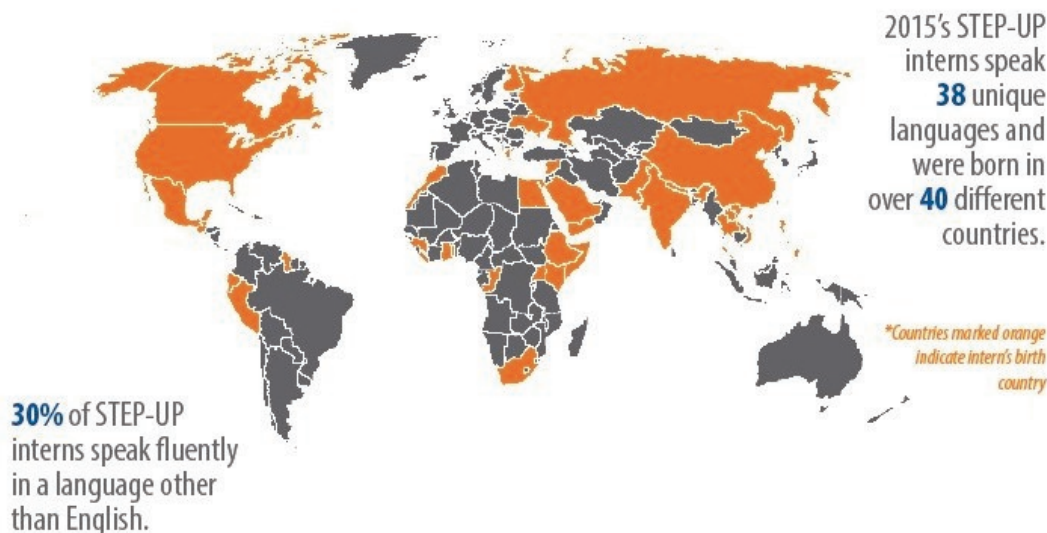
age



gender



Interns were able to select multiple racial identities.
This chart represents the percentage of interns identifying with each race.



The diversity of Minneapolis youth represents the changing demographics of our region's workforce. By embracing this diverse population, your business can take a step forward in adapting to this important shift in the future workforce.

STEP-UP Interns: Adolescent Development

Just as every adult has her or his unique attributes, so does every adolescent. There are, however, some things we know about teenagers in general. Here's a snapshot of what you might see in your intern.

Social

- Beginning to see that they have a lot to contribute to society.
- Understand that adults don't always have the right answers.
- Make commitments; commit to follow through with community service, personal goals, and work responsibilities.
- Desire respect; want adult leadership roles.
- Are apt to reject goals set by others.

Emotional

- Relating to others more as confident individuals, and are gaining more autonomy.
- Begin to accept and enjoy their own uniqueness, but still seeking status and approval of peer group.
- Develop their own set of values and beliefs, but look for confidence from others in their decisions.
- Search for career possibilities and place in the world.

Intellectual

- Begin to master abstract thinking.
- They no longer want to be told how things are, rather they want to make their own interpretations based on what they see, feel, and experience.
- Can imagine impact of present behavior on future consequences.
- Enjoy demonstrating acquired knowledge.
- Will lose patience with meaningless activity.

Physical

- Going through a lot of growth and change, including brain development.
- The brain pathways that will help them do things like make positive choices, have healthy relationships, regulate their emotions and reactions, and plan ahead are actually in the process of being hardwired.
- Concerned about body image.

What Does This Mean for Me as a Supervisor?

Partly it's just good to have a sense of where your intern might be coming from. It can also help you understand more about how your relationship is developing.

1. Young people want to be listened to...and they don't typically feel they are.
2. Young people want to be supported when they make mistakes as well as recognized when they succeed.
3. Young people want to learn about themselves and about each other.
4. Young people want to be challenged, to be taught useful information and skills.
5. Young people want to be valued.
6. Young people want to give something to their communities.

Supervisor Role: Supporting Your Intern

Before the First Day of Work

1. Create a Work Plan and Strategy for Support

A work plan provides clear expectations and work goals for your intern.

- Review the Job Description Form and the key responsibilities for the position.
- Identify the specific timetable when the responsibilities should be completed.
- Determine what needs to be accomplished and how success will be measured.

2. Establish Professional Development Opportunities

We encourage supervisors to identify a project to help interns process their summer experience.

This type of opportunity for reflection adds value for the intern and promotes higher job performance. For example, ask the intern to create a PowerPoint presentation on the experience to be shared at a staff meeting at the end of the internship.

3. Identify a Mentor

Decide if you will serve as the intern's mentor, or if someone else in your workplace would like to fulfill this role.

The First Week of Work

This may be your intern's first work experience, so be sure to show them around your workplace and set clear expectations. Things that might seem obvious to you may not to your intern. Being clear in the beginning will avoid potential issues in the future.

Workplace Environment

- Give a tour of your workplace and introduce the intern to other employees
- Discuss appropriate workplace attire
- If the intern will punch a timecard or complete a time sheet, show the procedure

Communication & Technology

- Explain your workplace policy on cell phone usage, personal vs. work emails, etc.
- Explain internet usage policy (and any specific sites that may be discouraged - e.g. Facebook)

Work Breaks

- Explain meal and break logistics, including how this time is documented
- If the intern requires a space to pray, work together to find an appropriate place
- If food items are provided or shared at the workplace, discuss how this is done and expectations

Absences & Timeliness

- Let your intern know who to contact in case they will be late or absent
- Explain your workplace policy regarding being late to work, and the subsequent consequences

Productivity

- Meet to discuss work plan
- Outline duties, responsibilities and goals for the summer

Throughout the Summer

Regular Feedback Fosters a Strong Connection

- Set up a regular meeting to discuss progress, including successes and areas for improvement.
- Complete a mid-internship check-in and a STEP-UP Intern Performance Evaluation and share your feedback with your intern. This will be an opportunity to get or stay on track with the goals you and your intern have established.

Utilize the STEP-UP Staff

- Keep in contact with your assigned STEP-UP work site monitor. Site monitors can provide assistance as needed and are a great resource.

Supervisor Role: Developing Intern Skills & Strengths

STEP-UP youth are talented and motivated, but there is still a lot you can teach them. STEP-UP internships are designed to be a springboard to future professional opportunities. You can dramatically improve your intern's chances at career success by focusing on building skills that are most important to hirability.

MHA Labs, a partner of STEP-UP, has developed a "Winning at Work" framework—a set of 12 skills proven to drive employer satisfaction. Through years of data analysis, MHA Labs employer research has revealed a strong correlation between these 12 core work skills and whether or not an employer would rate a youth as hireable.

12 HIRABILITY SKILLS



Validation Information: The correlation between the predicted and actual value of employer ratings for this 12 item work core profile is $R=0.89$ ($R^2=0.79$). This means youth who rate highly on all 12 will end up nearly always receiving a high average employer hirability rating.

Source: MHA Labs "The Hirability Assessment: Winning At Work."

How Should I Utilize These Skill Items with My Intern?

Supervisors should provide clear expectations and examples of how these hirability skills apply to your worksite. You can use these skills to provide real-time coaching and feedback.

These 12 skills are also integrated into the Mid-Internship and End of Internship Performance Review template provided by STEP-UP. These conversations provide an opportunity to debrief your intern's performance on the entire set of skills and to communicate strengths and growth areas.

Turning Communication Challenges into Growth Opportunities

Discussing clear professional communication is one of the best ways that you can help your intern to hone their professional skills. The soft skills (communication and interpersonal skills) that STEP-UP interns gain through their summer jobs often represent a significant benefit of the experience.

While STEP-UP interns are excited and motivated to excel in their internships, at some point during the internship, you will most likely have to offer some constructive feedback. When this happens, look for opportunities to coach toward appropriate professional communication.

Supervisor Role: Developing Intern Skills & Strengths

How Can I Build My Intern's Skills?

The 12 Hirability Skills are an important tool to facilitate discussions, set expectations, and evaluate performance. However, there are additional skills that are critical to success and will be of interest to your intern as well. As a supervisor, your intern will look to you for advice and approval. Though you may not see yourself as their official mentor, you can play an important role in their life and be a caring presence and support in this crucial period of development.

Here are some ways you can help your intern build skills this summer.

1. Help your intern set goals based on what they want to gain from this experience.

During the first week, meet with the intern to help them identify possible goals. Examples could include:

- Improve professional communication skills
- Network and meet professionals in the industry
- Complete a Job Shadow or Informational Interview with someone in a job they would like to learn more about
- Gain proficiency in MS Excel or other specific computer application

Create a plan with steps to accomplish the goals that you set. Remember to check in with the intern about how they are adjusting to their new summer internship.

2. Help them track progress on their goals.

Once you have set goals and made a plan, maintain a regular meeting schedule to discuss the intern's progress. If necessary, set new goals, or identify new paths to reach established goals. Also, use this time to guide the intern in resolving any interpersonal issues that may have arisen on the job.

3. Help them explore future career possibilities.

- Take time to ask open ended questions and actively listen to them reflect on what they want for their future.
- Set up informational interviews with people who do work that interests them.
- Give them opportunities to shadow you and others throughout the summer.

4. Be a SPARK champion

According to Dr. Peter Benson "A spark is something that gives your life meaning and purpose. It's an interest, a passion, or a gift." All young people need adult support as they strive to find and nurture their sparks. When adults help young people develop their sparks, those people are more likely to be successful in pursuing what gives their lives meaning and purpose. We call providing this support "being a spark supporter." As their supervisor, you have a chance to walk alongside your intern this summer and help them discover what excites them, their spark, so that they are prepared to take an important next step in creating the kind of future they want. (from SPARKS at Search Institute: <http://www.search-institute.org/sparks>)

Building Context for your Intern

Context of Work Within Your Company

STEP-UP interns are most successful and gain the most from their internship when they see the broader contexts of their work.

How does my work affect the work of others and/or consumer goods and services?

- Take your intern on a tour of another organization or worksite.
- Take your intern on a tour of another department that is immediately related to the intern's job duties.
- Organize a lunch with members of a related department to help your intern understand interconnections between departments.
- Dedicate time to discuss the interconnections of different roles and responsibilities in the organization to its primary business or mission.

Examples from STEP-UP Employers

We encourage you to consider other types of outings or activities that could help your intern build context and interest in their work. If possible, you could organize group activities for all the interns at your organization. Here are some examples of what other employers have done.

- Full-day first week orientation
- Basic computer skills workshop
- Meeting with VP of Human Resources
- Tour of company
- STEP-UP intern picnic

Tips for Good Supervision

STEP-UP plays an important role in youth development. It is likely that this is your intern's first direct exposure to a real job. Lasting impressions and attitudes about work are often framed during those early experiences. Please have high expectations for your youth workers, but also be aware of their individual levels of development.

1. **Teach and respect personal and professional boundaries.** Help interns recognize the difference between the role of a supervisor and that of a counselor.
 - a. Supervisors should **not** engage in personal counseling of youth workers
 - b. Supervisors must **always** recognize and respect parental authority
 - c. Supervisors should **not** initiate contact with interns (minors) outside the workplace without parental consent
 - d. Supervisors should **not** loan money to interns
 - e. Supervisors should know how to make appropriate referrals for issues that come up -- if unsure, they should contact their supervisor, the Workforce Center or Minneapolis Employment and Training staff
 - f. Supervisors should recognize personal limitations
2. **Stress the importance of good attendance and punctuality.** Help the intern understand that you have important work for them to do and that it will take the full time allotted to do the work you have arranged for them. Be sure the intern knows how to contact you if he/she is going to be late, is ill or has unforeseen circumstances that make it impossible for him/her to be at work.
3. Youth earn the federal minimum wage or state minimum age (whichever is higher) and should be expected to work at a level commensurate with that wage.
4. Jobs are more than just "work" in the traditional sense. They are also meant to be an extension of the young person's education. Try to show how it may be a learning opportunity. **Teaching the importance of honesty, communication and reliability is often the most important part of the supervisor's job.**
5. Young people generally respond better to patient instruction than they do to criticism or sarcasm. **Take the time to fully explain a task to the youth.** Be sure they understand the context of the task to the work unit. Asking them to repeat or demonstrate the instructions is a useful tool to ensure the clarity of directions.
6. **Good supervisors influence the youth by good example and instruction.** Attempt to establish rapport so youth will seek your advice. Exercise courtesy towards them and expect the same in return.
7. Help the youth understand that supervision can be transferred to another adult and that constructive assistance may come from co-workers. **Make sure that the youth knows who is responsible for providing them with direction and who to go to with questions.**
8. **Keep safety in mind.** Be aware of Child Labor laws and good safety practices.
9. **Be supportive:**
 - a. trust youths' abilities to get the job done
 - b. view mistakes as opportunities to learn
 - c. ask the youth for ideas
10. Show sincere interest in the success and well being of youth.
11. Foster a sense of group membership within the work unit.
12. **Use positive communication styles that:**
 - a. reflect a high degree of group pride and loyalty
 - b. reflect positive attitudes toward the job and fellow workers
 - c. deal with challenges -- not problems

Tips for Good Supervision

When giving feedback and reinforcement, be honest. Describe the situation in detail and explain why you are pleased or displeased. If necessary, discuss ways to improve work performance. Tell the youth why effective performance is important. Remind the youth that you have confidence in him/her and express appreciation for his/her good work.

Remember that to feel motivated employees need:

- **recognition**
- **respect from others**
- **responsibility**
- **sense of pride and accomplishment**

To grow, employees need a chance to test their abilities. Feelings of personal accomplishment occur when the youth has realistic challenges. They also want to feel their contributions are worth the effort and that their efforts are noticed and appreciated. Learning to handle increased responsibilities is an important developmental task. Responsibilities foster loyalty to the job, co-workers, and promote a sense of self-worth. Youth want a voice in matters affecting them and a chance to learn to make and to live with their decisions in a safe environment. They need the freedom to use their initiative and creativity.

Delegating Responsibility

- Be sure youth understand they are doing a task that is important to the supervisor and the organization
- Be sure youth understand and agree to complete the assignment
- give youth the resources, equipment and authority to do the job properly
- allow the youth a reasonable amount of time to finish -- don't over supervise
- provide feedback upon completion, demonstrating support and trust in areas that need improvement, encourage the youth to present solutions

Helpful hints to make your job a little easier:

*When giving instructions, do not assume that the youth knows how to do the job. Be as clear as you can about **who, what, where, when, why, and how.***

- **who** should carry out the work and is responsible for it
- **what** is supposed to be done and what is expected to happen
- **where** the task is to be completed
- **when** the task is to be completed
- **why** the task needs to be accomplished -- you may also wish to explain why this youth was selected to do it
- **how** the task needs to be done -- have patience with the youth while teaching tasks -- you may have to show them more than once if the task is new

Developing Good Work Habits

The example you provide is the best method of teaching work habits to a youth. The following outlines some key steps the supervisor may take to ensure the development of positive work habits.

Provide guidance on work etiquette.

Talk to your intern about why it is important to:

- work their scheduled hours
- be punctual and in attendance daily
- be well-groomed and dress appropriately -- be sure to explain what appropriate dress means in the work setting and why
- use language and vocabulary appropriate to the work setting
- notify you (or your designee) if they will be late or absent
- limit socializing to break time

Set high standards of behavior and performance

- make sure the youth is aware of these standards
- make sure the youth can carry out the necessary tasks to reach the standards
- take pride in the youth's work and progress

Get to know the youth as an individual

- talk with them about how they are doing on the job
- advise them on ways to improve job performance
- give recognition

Help youth set work related goals for what he/she wishes to achieve

- goal should be above present level of performance goal should be attainable
- goal must be specific, clear and realistic

Youth need continual feedback so they can determine whether goals are being met

- set benchmarks and let the youth know how they are doing
- praise or reward the youth when the goal is met
- help youth strive for the best they can do
- don't let personality traits influence you in judging performance
- check yourself -- were instructions clear? were expectations reasonable? were you being fair?
- make sure the youth has the same understanding you do
- emphasize strengths

Improving Poor Work Habits

The following touches on some common problems supervisors encounter at the worksite and ideas for dealing with those concerns. Poor work habits usually appear over a period of time. Document them on the Corrective Action form.

Be specific about:

- date, time and place
- undesirable behavior
- results of behavior

Be aware of your own feelings. Don't act based out of strong emotions, like anger. The goal is to change the behavior and teach the intern what is appropriate.

Discuss the behavior or habits with the youth. Describe in detail the poor habits you have observed and explain why you are concerned.

- link the behavior to work objectives
- criticize the behavior, not the person
- don't overcorrect
- Give feedback privately, away from others
- allow the youth to tell his/her story
- indicate that the importance of taking corrective action and ask for the youth's help in developing a solution (people usually respond more favorably to their own suggestions)
- agree on definable actions to be taken by the youth and set a specific date and time for follow-up

Talking about Tough Stuff:

- You may need to talk about some challenging things with your intern this summer. Laying a foundation for open and honest dialogue is the best possible way to set yourself up for success in these conversations. Here are some other tips that might be helpful:
- Use "I" statements to express your feelings without blame or judgment. For example, I feel frustrated when...
- Listen. Then try asking open ended questions, clarifying things that are confusing, paraphrasing to make sure you understand, and letting your intern tell the whole story.
- Show your engagement and openness through your body language. Face your intern, make eye contact, and relax your body.
- Keep the conversation about the problem at hand, the needs and issues of the situation, and what you hope will happen in the future.

Effective Discipline

The purpose of discipline is to correct behavior. Make sure you have a plan in place for dealing with potential and actual disciplinary problems.

All supervisors and teachers are responsible for being familiar with disciplinary procedures. Staffs at the North and South Workforce Centers are available to discuss any disciplinary problems with you.

When discipline is necessary, inform the youth worker about his/her work related performance problems and then teach him or her how the problem should be corrected. Describe the desired behavior in detail. Most youth recognize the need for rules and accept fair and consistent enforcement. Failure to consistently enforce rules makes unacceptable behavior acceptable.

Corrective discipline corrects unacceptable behavior such as absenteeism, tardiness, poor performance or personal phone use. Usually verbal or written warnings, and occasionally, suspensions are an appropriate response to these kinds of behaviors. All warnings, including verbal warnings and required corrective actions must be documented. A copy must immediately be sent to the Workforce Center coordinator and a copy should be kept in your files. Corrective discipline which moves to a written warning and/or termination must be discussed with the Minneapolis Employment and Training staff. This process applies to site supervisors and Class teachers.

In very rare cases immediate termination may be necessary. A gross offense such as theft, physical assault, threat of physical assault, possession of a weapon, threatening language or intoxication may be grounds for immediate discharge. You will need to discuss these offenses with the Minneapolis Employment and Training staff.

Provide Fair Hearing:

- avoid procedural error -- be familiar with all rules and regulations
- thoroughly investigate the facts including the youth's explanation
- has the youth been warned about the behavior before and were steps defined to prevent future incidents?
- if so, at the time of prior warnings, did the youth know that continuous behavior would lead to harsher penalties?
- is the suggested discipline the same as that given to other youth who have behaved similarly?
- are you and the Minneapolis Employment and Training staff in agreement?
- decide if there is enough evidence to justify termination

Supervisor Role: Sharing Your Experiences

STEP-UP interns are young people on the verge of making important life decisions regarding their education and employment futures. Sharing your experience and wisdom can be an extremely beneficial aspect of the STEP-UP experience.

Talk About Your Education

High School

- Where did you attend?
- Did you take any special classes?

Post-Secondary

- What factored into your decision to explore post-secondary education?
- How many places did you apply?
- What did you study?
- Did you complete any internships or study abroad programs?
- Does your field of study help you in your current job? Why or why not?

Share Your Work History

Youth Experience

- What was your first job?
- What did you learn?
- How did your early experiences help you as an adult in the workplace?

Adult Experience

- What types of jobs have you held?
- Have you changed career fields? Why or why not?
- How did you end up working in your current position?

Suggestions for Enrichment

Informational Interviews and Job Shadows

- Help your intern schedule informational interviews or job shadows with co-workers in positions of interest.

Possible Career Paths in Industry

- Assign your intern to map out some potential career paths within the industry.
- Help your intern find resources to explore the range of positions in the industry, along with information about job responsibilities, educational requirements, salary and changes in the industry that may affect positions.

STEP-UP Supervisors: Effective Communication

Conversations are the foundation of a strong relationship. The art of conversation does not always come naturally to people, and for many adolescents, it can be a territory in which they have yet to build skills. Below are some tips for making conversations work with your intern.

Stances of Inquiry

Differences in age, culture, and experience can mean that your intern often views the world very differently from you. To help facilitate conversations with your intern, shift from a mindset of judgment to one of inquiry. Here is a helpful “Stances of Inquiry” framework to help shape your interactions.

Turn Assumptions into Curiosity

When we adopt a mindset of curiosity, we set aside our assumptions and come to better understand the motivations behind something that may be bothering us.

- ✓ Clarify your intern’s motivations and expectations
- ✓ Consider what external influences may be causing the intern to act in a certain way
- ✓ Explore what information or experiences your intern may lack that is causing a particular action

Turn Disagreements into Mutual Exploration

Avoiding anger and engaging in a dialogue to jointly consider the issue at hand allows for greater learning by both parties and can more quickly identify and resolve the root of any challenges.

- ✓ Encourage dialogue by asking questions like *“Can you tell me more?”*
- ✓ Check meaning and interpretation by repeating back what you think you’ve heard. *“So what you are telling me is...”*
- ✓ Determine a course of action that meets the goals of both parties. *“So what options for action might serve us both?”*

Turn Defensiveness into Self Reflection

Defensiveness makes us dig in and avoid engagement. Communication thrives when we reflect on our own capacity to grow in new ways. Shared self reflection allows us to see and act differently.

- ✓ Help your intern sort through feelings. *“It sounds like you feel pretty angry about what happened.”*
- ✓ Encourage both parties to take stock of what assumptions or beliefs may be leading to misunderstanding
- ✓ Contemplate how the issue may be viewed by a young person

Turn Judgment into Questions

Both parties thrive when they abandon quick judgment and instead pursue a journey of learning together.

- ✓ Keep in mind that interns don’t have the benefit of years of professional experience, so ask about the intern’s background and plan ways to fill any gaps so they will succeed in this area moving forward
- ✓ Encourage your intern to develop a vision. *“Forget the rules for a moment. If you had a magic wand, what would you do?”*
- ✓ Remember this internship is about preparing your intern for the future

Source: Adapted from HSD Institute. www.HSDinstitute.org

Talking about Tough Stuff

You may need to talk about some challenging things with your intern this summer. Laying a foundation for open and honest dialogue is the best possible way to set yourself up for success in these conversations. Here are some other tips that might be helpful:

- Use “I” statements to express your feelings without blame or judgment. For example, *“I feel frustrated when...”*
- Listen. Then try asking open ended questions, clarifying things that are confusing, paraphrasing to make sure you understand, and letting your intern tell the whole story.
- Show your engagement and openness through your body language. Face your intern, make eye contact, and relax your body. Validate the worthiness of your intern with phrases like *“I’m glad you are willing to talk about this.”*
- Keep the conversation about the problem at hand, the needs and issues of the situation, and what you hope will happen in the future. Check meaning and interpretation by repeating back what you think you’ve heard: *“So what you’re telling me is....”*

Source: Tools for Mentoring Adolescents [Let's Get Real: Positive Communication](#) a collaboration between MPM and the Search Institute)

STEP-UP Supervisors: Culturally Smart Relationships

Culture is defined as a set of guidelines, both explicit and implicit, which individuals inherit as members of a particular society, and which tells them how to view the world, how to experience it emotionally, and how to behave in relation to other people, to supernatural forces and gods, and the natural environment.

Culture includes race, ethnic groups, religions, age, socio-economic differences, sexual preferences, physical ability, gender differences, and so much more. For example, each generation has its own culture.

That said, there is a high likelihood that you will have an opportunity to build a bridge across at least one aspect of culture in your relationship with your intern. Building a culturally smart relationship takes a commitment and willingness on your part and is a unique learning opportunity for you as a supervisor.

Culturally Smart is NOT:	Culturally Smart IS:
A trivia game of who can list off the most facts of a culture	An ongoing process of learning about other cultures
Limited to only race and ethnicity	Being aware of all aspects of culture
About making zero mistakes	About having courage to make mistakes and wisdom to learn from them
One-sided: learning only about another culture	Multi-faceted: learning about another culture and about yourself
A destination	A journey

The goals of Culturally Smart Relationships

- **Cultural knowledge:** Knowledge of your intern's culture promotes a better understanding between the both of you.
- **Cultural awareness:** Appreciate and accept differences between yourself and your intern.
- **Cultural skills:** From the knowledge you gain of your intern's culture, learn to assess situations and approach them through a different lens.
- **Cultural encounters:** Let go of the security of stereotypes; be open to and appreciate individuality.

Some guidelines for you as you build a relationship with your intern.

1. Make a commitment to connect with your intern. Initiate dialogue and invest energy.
2. Establish the opportunity and framework for dialogue about culture. Agree to work toward an understanding. Select a time and location that is best for the process.
3. Be brave. Take a risk in being vulnerable and share a piece of yourself with your intern.
4. Make it a conversation. Balance between Telling, Asking, and Listening.
5. Remember that it is a process and will take time and effort. Accept that each of you will make mistakes, but the effort is well-intended.

As adapted from "Culturally Smart Relationships Training" from MPM

STEP-UP Supervisors: LEARN Model of Cultural Communication

The following model is called the LEARN Model of Cultural Communication. You may find this helpful when you encounter cultural differences. Let's apply it to a scenario that could arise in the work environment.

Scenario: Your intern, who is 15, has come with you to an important meeting with a client. The intern has no significant role during the meeting and when you look over, you notice that he/she is text messaging someone. You need to have a follow up conversation about this being inappropriate in this setting.

L = Listen with empathy and understanding to the person's perception of a situation

Text messaging is a norm for teenagers nowadays. The majority do not consider it impolite to be texting their friends while they are in other situations. They may also not be familiar with the culture of a professional environment.

E = Explain your own perception of the situation

Tell your intern that in a professional meeting, texting is not an appropriate activity. Give some background as to why this is the case.

A = Acknowledge and discuss the differences and similarities

Be sure to be kind about discussing the differences you and your intern have. You may want to acknowledge that you understand that your intern values friendships and wants to stay connected to his/her friends but to emphasize that a work meeting is not an appropriate situation for that to happen in.

R = Recommend solutions

Brainstorm ways that your intern could stay connected with friends without compromising the values of your organization.

N = Negotiate an agreement

Be open to negotiating a solution that is workable for you, your employer, and your intern.

Other Common Cultural Scenarios you may encounter:

- An intern may approach you to ask where he or she can find an appropriate place to pray. Some interns come from a faith background that requires them to pray at certain times of the day. Help the intern find a quiet, private place and find out how often (and how long) they will need to pray, so expectations are clear on both sides. Also, If your intern (a young woman) declines to shake your hand when offered, it is not meant to be disrespectful. In some cultures and religions it is not considered appropriate for unmarried females to shake hands with males.
- Your intern comes to work with inappropriate work attire. Remind him or her of the resources they received during STEP-UP training for free or very inexpensive professional clothing. Be clear that they need to dress appropriately, and suggest that they use their first paycheck to invest in a few basic pieces to get them through the summer.

Most of all, be clear with your intern and talk to them about any situation that arises. If you are unsure or need advice, call your STEP-UP work site monitor. They are there to help you. If your intern has personal issues that are interfering with their work, STEP-UP is a great resource. Please suggest that they contact the STEP-UP office at the workforce centers.

As adapted from "Culturally Smart Relationships Training" from MPM

Creating a Learning-Rich Work Environment

Learning-Rich Work	Non-Learning-Rich Work
Tasks identified up front and 6 to 8 weeks is enough to see projects through to completion.	Short term of summer employment means little can be accomplished.
Workers' strengths are identified and exercised to the benefit of both worker and employee.	Workers are all treated the same and minimal skill levels are assumed.
Tasks are complex, giving workers opportunities to develop workplace know-how skills.	Jobs are simplified to minimize needed training.
Youth worker is self-directed. Worker and supervisor agree on goals and worker plans a strategy to meet these goals. Supervisor coaches youth through this process.	Employer directs the youth worker and tells him/her how to meet goals.
Worker appreciates the importance of assignments because s/he designs the process to reach the result.	Worker performs simple, isolated tasks, with little or no vision of the system or the end result.
Summer workers are integrated into the organization, but they are not constrained by allegiances, preconceptions, and commitment to the status quo. Youth workers can provide a fresh perspective and be agents of change.	Summer workers do not know the procedures and people within the organization, so they cannot do much.
There is a clear link between SCANS competencies and work tasks. Youth workers have multiple opportunities to practice and develop transferable skills.	Little progress is made in increasing basic skills and developing SCANS competencies.
Summer workers provide valuable products and services that would not otherwise be available.	Summer workers take up valuable supervisor time.
Youth workers feel valued as part of the organization. They take pride in their work and what they can do.	Youth worker typically unvalued and views the work he or she is performing as unimportant to the organization.
Worker develops portfolio, providing evidence of work skills. This is reviewed by school personnel, and academic credit is awarded for learning.	Employer provides a reference at the end of summer, attesting to worker's employability.

Appendix: Cell Phones, Texting & Email

It is a good idea to make the guidelines regarding personal phone calls, texting and emails **very clear on the first day**. Although it may seem obvious that making or receiving cell phone calls and/or texting during work is not a good idea, young people working in a professional environment for the first time may not know this. The lines between personal life and school life are often blurred. Learning the lines between personal and professional life is often new territory for interns to explore.

STEP-UP recommends a strong and clear policy regarding cell phones, texting and email. Let your intern know when and where they are allowed to initiate and receive personal phone calls and/or texts. For example, during their break time in the lunch room. If the rules are made clear there should be no issues, but if your intern has difficulty understanding, please contact your STEP-UP worksite monitor.

Appendix: Intern Performance Evaluation

A STEP-UP intern's summer job builds upon and completes their work readiness training. To help interns gain as much as possible from their summer job experience, we ask supervisors to complete an evaluation in the middle and at the end of the summer. We will send supervisors an electronic copy of the evaluation with instructions on how to complete it. At the end of the summer supervisors will fill out the evaluation through an online link only.

Hirability Core	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	NOT OBSERVED
Actively looks for ways to help other people						
Identifies new and more effective ways to solve problems						
If I had a job opening, I would hire this employee						
Actively looks for additional tasks when own work is done						
Brings energy and enthusiasm to the workplace						
Stays calm, clearheaded and unflappable under stress						
Arrives on time and is rarely absent without cause						
I would seek out this person to be on my next project						
Unpacks problems into manageable parts						
Gets work done on time						
Takes responsibility for his or her actions and does not blame others						
I would recommend this employee to a colleague, for a similar position						
Manages time and does not procrastinate						
Graciously accepts criticism						
Generates multiple potential solutions to problems						

Appendix: The Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) makes it unlawful to discriminate in employment against a qualified individual with a disability. The ADA also makes it illegal to discriminate against individuals with disabilities in providing government services. You, as a supervisor, have the responsibility of complying with this Act.

The following information should help you know what the requirements are and help you be better equipped to fulfill your responsibilities under this Act. The ADA definition of individual is very specific. A person with a “disability” is an individual who:

- Has a physical or mental impairment that substantially limits one or more of his/her major life activities.
- Has a record of such an impairment.
- Is regarded as having such an impairment.

Major life activities are activities that an average person can perform with little or no difficulty. Examples are walking, hearing, caring for oneself, sitting, reading, seeing, breathing, working, standing, speaking, learning, performing manual task, and lifting.

The ADA protects a “qualified” individual with a disability; e.g., someone with a disability who meets the essential eligibility requirements for the program or activity offered.

An employer must make a **reasonable accommodation** to the known physical or mental limitations of a qualified applicant or employee with a disability unless it can show that the accommodation would cause an undue hardship on the operation or its business.

Some examples of reasonable accommodation include:

Making existing facilities used by employees readily accessible to, and usable by, an individual with a disability

- Job restructuring
- Modifying work schedules
- Reassignment to a vacant position
- Acquiring or modifying equipment or devices
- Adjusting or modifying examinations, training materials, or policies
- Providing qualified readers or interpreter
- An employer is not required to lower quality or quantity standards to make an accommodation, nor is an employer obligated to provide personal use items, such as glasses or hearing aides, as accommodations.

Appendix: Overview of Child Labor Laws

FEDERAL

Prohibited Occupations: (Under Age 18)

- occupations of operating, assisting to operate, maintaining or cleaning (including parts) meat slicers, meat patty forming machines, and meat and bone cutting saws
- occupations of operating, assisting to operate, maintaining or cleaning dough and batter mixers, dough sheeters and dough rollers
- occupations of operating, assisting to operate, loading, unloading, maintaining or cleaning most paper products machines including paper balers, die cutting presses and laminators

MINNESOTA

Prohibited Occupations: (Under Age 18)

- any work performed on construction sites
- oxyacetylene or oxyhydrogen welding
- working more than 12 feet above the ground or floor-level using ladders, scaffolding and like equipment
- serve, dispense or handle liquors consumed on the premises
- work in rooms where liquor is served or consumed with the following exceptions:
 - 17-year olds may perform busing or dishwashing in restaurants
 - 16-year olds may provide musical entertainment in restaurants

Prohibited Occupations: (Under 16)

In addition to all of the prohibited work for minors under the age of 18, those under the age of 16 are prohibited from the following:

- Working where explosives or fireworks are manufactured, stored, handled or fired.
- Working in or about logging or lumbering operations
- Operating or assist in the operation of power-driven machinery, such as meat saws, punch presses and etc.
- Work with shredders, on scaffolding over 12 feet high, commercial dishwashers, commercial ovens/stoves

BOTH FEDERAL AND MINNESOTA

Prohibited Occupations: (Under Age 18)

- most motor vehicle driving on any public road or highway
- most occupations in logging and saw milling
- all occupations connected with machines that cut, shape, form, join, nail, press, fasten or assemble wood or veneer
- occupations of operating, assisting to operate or maintaining most power-driven metal forming, punching and shearing machines
- occupations of operating, assisting to operate or maintaining power-driven fixed or portable circular saws, band-saws and guillotine shears
- operating or assisting in the operation of all hoisting apparatus including forklifts, nonautomatic or freight elevators or man-lifts

MINNESOTA

Prohibited Hours and Times of Work

(Ages 16 and 17)

- not after 11 p.m. on evenings before school days
- not before 5 a.m. on school days

Note: With written permission from a parent or guardian these hours may be expanded to 11:30 p.m. and 4:30 a.m.

(Ages 14 and 15)

- not after 9 p.m. on evenings
- not before 7 a.m.
- not allowed to work for more than 40 hours a week or more than eight hours per 24-hour period

Note: **STEP-UP limits the number of hours worked each week to 27 hours.**

Appendix: Overview of Minimum Wage Laws

Minnesota minimum wage increase

The federal minimum wage to be paid by the City of Minneapolis is \$9.00 an hour effective August 1, 2015; and the Minnesota federal minimum wage to be paid by the City of Minneapolis is \$9.50 an hour effective August 1, 2016.